

# Slave Trade DBQ: SCORING GUIDELINES

**Prompt:** Analyze the various arguments toward and the motivations behind the Atlantic slave trade from the sixteenth through the nineteenth centuries.

**Basic Core:** 1 point each to a total of 6 points

- 1. Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question. Thesis must not simply restate the question.** The thesis must address arguments toward and motivations behind the Atlantic slave trade; however, it may conflate the two terms as long as there is a minimal level of analysis that addresses both pro and anti-slave trade positions. The complete thesis must appear in either the introduction OR the conclusion.
- 2. Discusses a majority of the documents individually and specifically.**  
The essay must discuss at least seven documents. Even documents used incorrectly will count towards this task. However, documents must be discussed individually, not collectively.
- 3. Demonstrates understanding of the basic meaning of a majority of the documents (may misinterpret no more than one).**  
The essay may not significantly misinterpret more than one document and must interpret at least seven correctly. If a student only uses seven documents total and misinterprets one, they do not get this point. A document that is incorrectly grouped would be considered a significant misinterpretation.
- 4. Supports the thesis with appropriate interpretations of a majority of the documents.**  
The essay must use at least seven documents correctly, and the documents used in the body of the essay must provide support for the thesis. An essay cannot earn this point if no credit was awarded for point 1 (appropriate thesis). An essay also cannot earn this point if no credit was awarded for point 2 (discusses a majority of the documents).
- 5. Analyzes point of view or bias in at least three documents.**  
The essay must make a reasonable effort to explain why a particular source expresses the stated view by
  - relating authorial point of view to author's place in society (motive, position, status, etc.); OR
  - evaluating the reliability of the source; OR
  - recognizing that different kinds of documents serve different purposes; ORIt is possible for essays to discuss point of view collectively (includes two or three documents in making a single POV analysis), but this counts for only one point of view

6. Analyzes documents by explicitly organizing them in at least three appropriate groups. A group must contain at least two documents that are used correctly and individually. Groupings may include the following (not an exhaustive list of possible acceptable groupings):

|                                      |                     |
|--------------------------------------|---------------------|
| Pro-Slave Trade                      | 1, 4, 5, 6          |
| Anti-Slave Trade                     | 7, 8, 9, 10, 11, 12 |
| Religious Factors                    | 1, 7, 8, 12         |
| Economics                            | 2, 4, 5, 6, 7, 12   |
| Massive Relocation of Africans       | 2, 3                |
| Intellectuals (poets, artists, etc.) | 7, 11, 12           |
| Abolitionists                        | 7, 8, 9             |
| Dependence on Sugar                  | 2, 7, 9, 10         |

### Expanded Core: 0–3 points to a total of 9 points

Expands beyond the basic core of 1–6. The basic score of 6 must be achieved before an essay can earn expanded core points. Credit awarded in the expanded core should be based on holistic assessment of the essay. Factors to consider in holistic assessment may include

- Has a **clear, analytical, and comprehensive thesis (that may explicitly discuss “arguments” and “practices” concerning religious toleration).**
- Uses all or almost all of the documents (10-12 documents).
- Uses the documents persuasively as evidence (may group them explicitly into “arguments” and “practices” categories).
- Shows understanding of nuances of the documents.
- Analyzes point of view or bias in at least four documents cited in the essay.
- Analyzes the documents in additional ways (e.g., develops more groupings).
- Recognizes and develops change over time.
- **Brings in relevant “outside” information.**

## Examples of Acceptable Point of View

### Relating authorial point of view

- William Beckford, a plantation owner in Jamaica, would be against the abolition of slavery because he himself was a slave owner and would lose his workers, therefore losing money.

### Evaluating Reliability

- Document 4 comes from a text that shows the growth of England's foreign trade and was simply created to show how the English economy increased during the 18<sup>th</sup> century

### Different documents serve different purposes

- Although the tone of Cowper's poem is sarcastic, he makes a good point—unless the English are willing to do without their sugar and rum, slavery would continue to exist. If they were to stop the slave trade, other European countries would continue to transport Africans to the Americas.

## Examples of Unacceptable Point of View

- William Wilberforce would be against slavery because he is an evangelical Christian.
  - **Why is this unacceptable?** This is merely attribution with no attempt to connect Wilberforce's Christianity with the abolitionist movement.
- James Gillray's cartoon is biased because he is a political satirist.
  - **Why is this unacceptable?** This is merely attribution with no attempt to EXPLAIN WHY the satire that Gillray uses.
- Dr. David Livingstone was a famous explorer and missionary, therefore he was against the slave trade.
  - **Why is this unacceptable?** There is no EXPLANATION as to he might be against the slave trade.

Adapted from the AP European History 2013 Scoring Guidelines.

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